

Innovative Strategies to Enhance Advanced Public Health Nursing Education and Practice in Hawai'i.

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i. Project Abstract

The purpose of this project is to develop and implement an innovative academic - practice model for the purpose of enhancing the Master's degree in advanced public health nursing (APHN) program at the University of Hawaii at Manoa School of Nursing (UHM SON), based in Honolulu, HI. This new model will assure that we graduate advanced public health nurses who can provide safe quality care within the increasingly complex healthcare environment of the US. Key objectives include improvement in the following: student learning outcomes; quality of services provided by the clinical site agency; preceptor willingness to serve; attitudes and capabilities of clinical site preceptors; numbers of graduates who can serve as public health nursing faculty; and overall effectiveness of the APHN graduate program at UH Manoa.

The UHM SON graduate program in APHN will engage with the Hawaii Department of Health (HI DOH) - Public Health Nursing Branch and Kokua Kalihi Valley (KKV) Comprehensive Family Services to markedly enhance their existing relationship and form an academic clinical partnership to complete the project. A variety of innovative strategies will be implemented to enhance advanced public health nursing education and practice in the state of Hawaii. These include: 1. Introduce a formalized service learning program for our students fieldwork at each clinical agency (which serves rural and underserved populations), 2. Initiate a formalized preceptor program for staff from our partner agencies that includes embedding an APHN faculty member at the clinical agency to serve as a navigator for the project, providing orientation, training and mentoring for the preceptors, and assuring appropriate objectives for the service learning project, which in turn will serve as a catalyst for quality care within the agency 3. Develop and implement online pre service learning modules that map to the Quad Council Competencies for APHN's so that the students are prepared to be meaningfully engaged at the start of the service learning project in rural / underserved communities, and 4. Utilize clinical partnership staff as part time faculty in the UHM SON APHN program to improve the UHM SON faculty capacity for APHN education, enhancing the knowledge of clinical agency staff and solidifying the clinical agency partnership and relationship.

These four strategies will serve to improve the academic-service partnership because graduate APHN students will arrive at the agency better prepared for the fieldwork experience, and provide substantive service learning projects that have a positive impact on both the agency's quality of care and the community served. Students will be seen as an asset to the service agency, as opposed to being a burden. In addition, the faculty navigator will assure clinical site support for the project and capacity building for the preceptors, which will assure sustainability of the project. Use of clinical agency staff as part time adjunct faculty in the APHN program will serve to enhance the overall curriculum by having the students taught by professionals who are actively practicing in the community/ public health sectors and serve to enhance the link between the UHM SON APHN program and the clinical agencies.

Formative evaluation will be used to monitor and adjust the project as it unfolds, and summative outcomes will be measured at the end of each year of the project.